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ABSTRACT

During Spring and Summer 1978, the basic mathematics lab course offered at Miami-Dade Community College began to use the college's Response System with Variable Prescriptions (RSVP) to assist in individualizing instruction and record-keeping. The RSVP computer software package permits the maintenance of a record on each student, which includes name, address, personal attributes, students' responses to a "survey" or exam, the number of exams and assignments turned in by students, and the number and kinds of responses received by students. It can also print feedback reports to students, informing them of their test scores and prodding negligent students. Additionally, RSVP provides instructors with reports on student performance and collective class data. This report, illustrating the use of RSVP in the basic mathematics lab, provides a course description and sample feedback reports for a student who achieved a passing score on a fractions exam, a perfect score on a decimals exam, and a failing score on a fractions exam. For each test item, the feedback report identifies the particular skill being tested, tells how well the student performed, and, if the item was solved incorrectly, assigns a set of personalized exercises focusing on that skill. In addition to a class roster summarizing exam scores, the report provides reflections by the instructor after her first experience with RSVP. (AYC)

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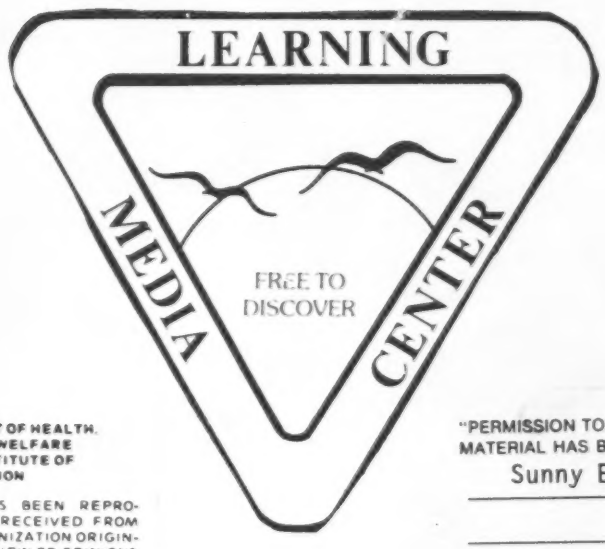
RSVP
BASIC MATH LAB

MAT 1992



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MIAMI-DADE COMMUNITY COLLEGE

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An equal access / equal opportunity community college

RSVP, the popular name for the Response System with Variable Prescriptions, is an example of a faculty-computer partnership used to individualize instruction.

Over Spring/Summer of 1978, the basic mathematics lab course (MAT 1992) offered at Miami-Dade Community College's Medical Center Campus was put on RSVP.

In the Learning Media Center individualized instruction is offered in basic skills development including mathematics. Although RSVP is also suited for independent study and regular classroom work, the setting in which we are teaching basic math skills is a laboratory setting for credit but with no set scheduled class time. Students clock in and out on their own schedules. No standard text is used by all students; rather a variety of print and non-print instruction materials are available.

Even with favorable faculty/student ratios in the lab setting, it is difficult to find time to provide enough truly individual feedback to students on the work they are doing. Record keeping is another huge task when self-paced individualized instruction is initiated. We have been using the computer for managing cumulative records of student time in the Center. Summary utilization statistics are easily available this way, too.

Recently, we've been asking, "How can the computer be used to assist in managing and enhancing the instructional process?" Through RSVP we've discovered a way that we describe in the pages that follow.

What RSVP can do for you:

I. It can maintain a record on each student in a course:

a. Name, address, telephone number, etc.

b. Personal attributes such as sex, campus, grade point average, interests, etc.

c. Students' responses to items in a survey or an exam.

d. The number of surveys and other assignments that are turned in by students thus providing a history on a students' participation and performance in course activities.

e. The number and kinds of responses received by students.

This component of the RSVP's functions resembles the rollbook maintained by an instructor.

II. It can print reports to students:

a. Scores students' responses to surveys and exams.

b. Diagnoses individual student problems based on survey or exam performance.

c. Prescribes appropriate, personalized assignments.

d. Prods the non-responding student for being negligent about the assignments.

Thus, each student is looked upon as an individual person, and is responded to either for performance or absence of it.

III. It can provide the instructor with reports:

a. Item analysis and test statistics of surveys and exams.

b. Class-roster with address, telephone number, and any number of informational details, such as sex, campus, age, surveys turned in, scores on surveys (if desired), exam scores, whether instructor responses were sent, etc. Frequency of updates and information to appear on this roster are entirely determined by the instructor.

For the student, RSVP can

1. Provide her with frequent and immediate feedback regarding her progress through tests that are no longer a device to coerce or grade, but are better labeled "surveys" of student achievement and which serve as valuable learning aids.

2. Make a diagnosis based on her personal performance and attributes. The student may be assigned special material to study, additional problems to solve, a tutorial session or audio-visual material to review.

The types of messages possible thus need not be restricted to analysis of survey results but can serve as a means of communicating with the student. And because the learner's needs may differ from those of all others, he may be the only one with the individual assignment given him. This means the student has explicit personalized directon so that he can adjust his efforts and better his chances for success in the attainment of the course objectives.

For the instructor

RSVP means more time available to maintain personal contact with the student. Computer aided instructional management also provides the instructor with extensive and frequent insight to student progress and to one's own instructional effectiveness.

Above all, RSVP means instructor satisfaction that each student is being provided with challenging, individually appropriate learning tasks with the behind-the-scenes assistance of the computer. The computer is, indeed, only a machine. Yet it can become the instrument for achieving a far more detailed, variable and individualized prescription for student accomplishment than is attainable amid the time pressures and distractions in a crowded learning center.

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this information was adapted from "RSVP: A FACULTY-COMPUTER PARTNERSHIP" by J. T. Kelly and K. Anandam.

COURSE DESCRIPTION

COURSE TITLE...BASIC MATH LAB
COURSE NUMBER...MAT 1992 TERM...FALL 78

INSTITUTION...MIAMI DADE COMMUNITY COLLEGE, MEDICAL CENTER CAMPUS
INSTRUCTOR...SUNNY EMERSON
POPULATION...LEARNING MEDIA CENTER STUDENTS

TEXTS...NO REQUIRED TEXTS, MATERIALS PROVIDED IN LEARNING MEDIA CENTER

PRE-REQUISITES...CURRENT SCORES ON...
1. NELSON-DENNY READING TEST
2. COLLEGE BASIC MATH TEST

COURSE OBJECTIVES...STUDENTS WILL BE ABLE TO...
1. ADD, SUBTRACT, MULTIPLY, AND DIVIDE 5 DIGIT WHOLE NUMBERS.
2. SOLVE APPLICATION PROBLEMS INVOLVING WHO NUMBERS.
3. ADD, SUBTRACT, MULTIPLY, AND DIVIDE 6 DIGIT DECIMAL FRACTIONS.
4. SOLVE APPLICATION PROBLEMS INVOLVING DECIMAL FRACTIONS.
5. ADD, SUBTRACT, MULTIPLY AND DIVIDE COMMON FRACTIONS.
6. SOLVE APPLICATION PROBLEMS INVOLVING COMMON FRACTIONS.
7. CONVERT COMMON FRACTIONS TO PERCENTS AND PERCENTS TO FRACTIONS.
8. CONVERT DECIMAL FRACTIONS TO PERCENTS AND PERCENTS TO DECIMAL FRACTIONS.
9. SOLVE APPLICATION PROBLEMS INVOLVING PERCENTAGES.
10. SOLVE APPLICATION PROBLEMS INVOLVING RATIO AND PROPORTION.
11. CONVERT ONE METRIC UNIT TO ANOTHER METRIC UNIT.
12. CONVERT METRIC UNITS TO EQUIVALENT ENGLISH UNITS.
13. CONVERT CELCIUS TEMPERATURE TO FARENHEIT AND FARENHEIT TO CELCIUS.
14. SIMPLIFY EXPRESIONS INVOLVING SIGNED NUMBERS.

MODE OF OFFERING
THIS COURSE OFFERS INDIVIDUALIZED INSTRUCTION IN SELF-PACED FORMAT.
A VARIETY OF MATERIALS ARE AVAILABLE TO MEET VARYING LEARNING STYLES.
STUDENTS RECEIVE COLLEGE CREDIT UPON COMPLETING COURSE REQUIREMENTS.
FEEDBACK ON STUDENT PERFORMANCE IS GIVEN BY INSTRUCTOR AND COMPUTER.

COURSE REQUIREMENTS...STUDENTS WILL...
1. LOG A MINIMUM OF 38 HOURS IN THE LEARNING MEDIA CENTER.
2. COMPLETE OBJECTIVES MUTUALLY AGREED ON BY INSTRUCTOR AND STUDENT.
3. TAKE STANDARDIZED TEST UPON COMPLETION OF COURSE WORK.

EVALUATION...
STUDENTS TAKE MODULE TESTS WHICH EVALUAT OBJECTIVES BY AREA...
WHOLE NUMBERS, FRACTIONS, PERCENTS, ETC. ALTERNATIVE FORMS OF MODULE TESTS ARE AVAILABLE TO ASSURE MASTERY. ALL OBJECTIVES ARE MET WITH A MINIMUM OF 80 PERCENT ACCURACY.

In response to 20 item surveys (quizzes), students receive individualized feedback.

Samples of feedback are shown in the pages that follow.

FEEDBACK ON WHOLE NUMBERS SURVEY

FEEDBACK
WHOLE NUMBERS SURVEY-FORM A

PAUL JACOBSEN
2645434

July 13, 1978

YOUR SCORE ON WHOLE NUMBERS SURVEY - FORM A WAS 80%. VERY GOOD..... THIS MEANS YOU HAVE COMPLETED THE WHOLE NUMBERS MODULE. READ THE FEEDBACK SECTION BELOW AND DO THE SUGGESTED FOLLOW-UP ACTIVITIES FOR THE ITEMS YOU MISSED. WHEN YOU HAVE FINISHED THESE ACTIVITIES YOU MAY BEGIN WORK ON THE STUDY GUIDE - DECIMALS MODULE. BE SURE TO DO THE ASSIGNMENTS IN THE STUDY GUIDE BEFORE YOU ATTEMPT DECIMALS SURVEY - FORM A.

PROBLEM 1

YOU WERE ASKED TO CHOOSE A STATEMENT THAT DID NOT SHOW DIFFERENT WAYS OF EXPRESSING THE SAME THING. YOU HAD TO KNOW THE DIFFERENT WAYS OF WRITING MULTIPLICATION, DIVISION, "GREATER THAN" AND "LESS THAN." YOU HAD TO READ CAREFULLY AS THE QUESTION WAS WRITTEN IN THE NEGATIVE.

GOOD, YOU SEEM TO KNOW BASIC ARITHMETIC SYMBOLS AND WHAT THEY MEAN. YOU WEREN'T THROWN OFF GUARD BY THE NEGATIVE QUESTION.

PROBLEM 2

THIS QUESTION CHECKS YOUR UNDERSTANDING OF BASIC LAWS OF ARITHMETIC. THESE LAWS OR PRINCIPLES GOVERN OPERATIONS ON WHOLE NUMBERS.

YOU SEEM TO KNOW THE LAWS OF ARITHMETIC.

PROBLEM 3

THIS ADDITION PROBLEM REQUIRED YOU TO ADD NUMBERS AND KNOW HOW TO REGROUP OR "CARRY." THE PROBLEM WAS WRITTEN HORIZONTALLY. TO SOLVE ADDITION WRITTEN IN THIS FORM, WE USUALLY REWRITE THE PROBLEM VERTICALLY KEEPING PLACE VALUE AND COLUMNS IN LINE. IN OTHER WORDS: 3 + 1005 + 26 = ? WOULD BE REWRITTEN AS:

$$\begin{array}{r} 3 \\ 1005 \\ +\ 26 \\ \hline \end{array}$$

YOU WERE ACCURATE IN YOUR ADDITION.

PROBLEM 4

THIS SUBTRACTION PROBLEM REQUIRED THAT YOU KNOW HOW TO TAKE ONE NUMBER AWAY FROM ANOTHER AND HOW TO RENAME OR "BORROW."

YOU WERE RIGHT. YOUR SUBTRACTION IS ACCURATE.

PROBLEM %

THIS SUBTRACTION PROBLEM INVOLVED "BORROWING" FROM ZERO. THE PROBLEM WAS WRITTEN HORIZONTALLY. TO SOLVE SUBTRACTION WRITTEN IN THIS FORM, WE USUALLY REWRITE THE PROBLEM VERTICALLY KEEPING PLACE VALUE AND COLUMNS IN LINE. IN OTHER WORDS: 9102 - 43 = ? WOULD BE REWRITTEN AS:

GOOD, FOR YOU. YOU CAN SOLVE SUBTRACTION IN THE HORIZONTAL FORM. "BORROWING" FROM ZERO WAS NO PROBLEM FOR YOU.

PROBLEM 6

THE PROBLEM WAS DESIGNED TO SEE IF YOU COULD MULTIPLY THREE DIGIT NUMBERS. YOU HAD TO KNOW THE STEPS TO FOLLOWING IN LONG MULTIPLICATION AND YOUR ADDITION HAD TO BE ACCURATE.

GOOD, YOU CAN MULTIPLY 3 DIGIT NUMBERS ACCURATELY.

PROBLEM 7

THIS THREE DIGIT MULTIPLICATION PROBLEM HAD A ZERO IN THE MULTIPLIER. TO SOLVE THIS PROBLEM CORRECTLY, YOU MUST UNDERSTAND PLACE VALUE IN LONG MULTIPLICATION.

GOOD, THE ZERO DIDN'T TRIP YOU UP. YOU WERE ACCURATE IN YOU MULTIPLICATION.

PROBLEM 8

THE PROBLEM WAS WRITTEN TO SEE IF YOU KNEW HOT TO SOLVE THREE DIGIT LONG DIVISION. ALONG WITH KNOWING HOW TO DIVIDE, YOU MUST KNOW HOW TO MULTIPLY AND SUBTRACT ACCURATELY. DIVISION IS DIRECTLY DEPENDENT ON MULTIPLICATION AND SUBTRACTION.

YOUR ANSWER WAS CORRECT. THE ZERO IN THE QUOTIENT DIDN'T CONFUSE YOU.

PROBLEM 9

THIS PROBLEM WAS WRITTEN TO SEE IF YOU KNEW HOW TO SOLVE FOUR DIGIT LONG DIVISION.

LONG DIVISION IS NO PROBLEM FOR YOU. YOUR ACCURACY WILL CONTINUE TO PAY OFF.

PROBLEM 10

THIS DIVISION PROBLEM WAS MADE OF A FIVE DIGIT NUMBER DIVIDED BY A THREE DIGIT NUMBER. LONG DIVISION FOLLOWS THE SAME STEPS AS SHORTER DIVISION. KNOWING HOW TO ESTIMATE THE QUOTIENT IS HELPFUL. YOU MUST BE ACCURATE IN MULTIPLICATION AND SUBTRACTION.

YOU DID THIS LONG DIVISION BEAUTIFULLY.

PROBLEM 11

THE PROBLEM WAS AN EXAMPLE OF THE ARITHMETIC PRINCIPLE:

"ANY WHOLE NUMBER DIVIDED BY 1 IS THAT NUMBER."

YOU ALSO HAD TO KNOW THAT THERE IS MORE THAN ONE WAY TO INDICATE DIVISION.

GOOD, YOU KNOW THE RULE ABOUT DIVISION BY 1 AND YOU WEREN'T FOOLED BY THE WAY THE DIVISION WAS WRITTEN.

PROBLEM 12

THIS PROBLEM DEALT WITH ZERO AND DIVISION. REMEMBER:

"ZERO DIVIDED BY A NON-ZERO NUMBER IS ZERO."

IT APPEARS YOU WERE CONFUSED ABOUT ZERO AND DIVISION.

YOU MAY ALSO HAVE READ THE DIVISION SIGN BACKWARDS.

LISTEN TO TAPE 13-A THAT GOES WITH KEEDY-BITTINGER'S ARITHMETIC: A MODERN APPROACH FOR A DISCUSSION ON ZERO AND DIVISION. FAST FORWARD THE TAPE UNTIL THE DISCUSSION CORRESPONDS WITH THE TEXT ON PAGES 90-91.

PROBLEM 13

THIS PROBLEM WAS AN EXAMPLE OF THE ARITHMETIC PRINCIPLE OF DIVISION BY ZERO. REMEMBER:

"DIVISION BY ZERO IS NOT POSSIBLE"
HOW CAN YOU DIVIDE BY NOTHING?

IT LOOKS LIKE YOU ADDED INSTEAD OF DIVIDING. PLEASE READ THE SIGNS CAREFULLY.

PROBLEM 14

THIS PROBLEM WAS A COMBINATION MULTIPLICATION AND DIVISION PROBLEM. THE PARENTHESIS DIRECTED YOU AS TO WHICH OPERATION TO DO FIRST. BECAUSE ZERO WAS ONE OF THE NUMBERS, YOU HAD TO APPLY THE PRINCIPLES OF ZERO IN MULTIPLICATION AND ZERO IN DIVISION.

BY YOUR ANSWER, IT APPEARS THAT YOU DIDN'T MULTIPLY BY ZERO OR YOU THOUGHT "ZERO TIMES A NUMBER WAS THAT NUMBER." REMEMBER: WE MUST ALWAYS ACKNOWLEDGE ZERO'S PLACE AND

"ZERO TIMES ANY NUMBER IS ZERO."

PROBLEM 15

THIS PROBLEM COMBINED THREE OPERATIONS: SUBTRACTION, ADDITION, AND MULTIPLICATION. YOU HAD TO KNOW HOW TO USE BRACKETS AND PARENTHESIS IN FINDING THE SOLUTION.

GOOD, YOU UNDERSTAND HOW TO USE PUNCTUATION IN A NUMBER SEQUENCE.

PROBLEM 16

THIS WORD PROBLEM ASKED TO FIND A MAN'S LIFE SPAN. YOU HAD TO SUBTRACT TO FIND THE DIFFERENCE IN YEARS FROM DATE OF BIRTH TO DATE OF DEATH.

YOU KNEW JUST WHAT TO DO.

PROBLEM 17

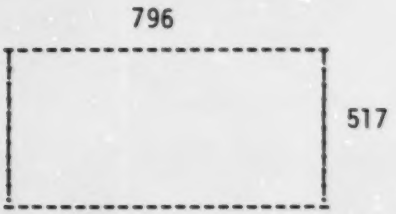
THIS WORD PROBLEM ASKED FOR THE DISTANCE AROUND A FIELD. IN MATH WE CALL THIS FINDING THE PERIMETER. THE PERIMETER OF A RECTANGLE CAN BE FOUND IN SEVERAL WAYS:

1. ADDING UP MEASUREMENTS OF ALL THE SIDES
2. MULTIPLYING THE LENGTH BY 2 AND THE WIDTH BY 2 AND THEN ADDING THE PRODUCTS $P = (2 \times L) + (2 \times W)$
3. ADDING THE LENGTH AND WIDTH FIRST AND THEN MULTIPLYING THE SUM BY 2 $P = 2 (L + W)$.

NOTICE: $2 (L + W)$ IS THE SAME AS $(2 \times L) + (2 \times W)$ BECAUSE OF THE DISTRIBUTIVE LAW OF MULTIPLICATION OVER ADDITION.

BY YOUR ANSWER, YOU MAY NOT KNOW HOW TO HANDLE WORD PROBLEMS.

I ALWAYS DRAW A PICTURE OR CHANGE THE WORD PROBLEM TO A NUMBER SENTENCE BEFORE I TRY TO SOLVE. TRACING AROUND A PICTURE LIKE THE FOLLOWING COULD HAVE HELPED YOU SEE THE FENCE WAS TO GO AROUND THE FIELD. THEN YOU PROBABLY WOULD HAVE USED ONE OF THE SUGGESTED METHODS FOR FINDING THE LENGTH OF THAT FENCE.



PAGES 27-31, NANNEY-SHAFFER'S ARITHMETIC IS A GOOD SECTION TO STUDY FOR TIPS ON MAKING SENSE OUT OF WORD PROBLEMS.

PROBLEM 18

THIS WORD PROBLEM REQUIRED THE APPLICATION OF DIVISION.

YOU DIVIDED AND GOT IT RIGHT.

PROBLEM 13

THIS WORD PROBLEM REQUIRED 2 OPERATIONS. FIRST YOU HAD TO MULTIPLY TO FIND OUT HOW MUCH ALL THE BOOKS COST AND THEN YOU HAD TO DIVIDE TO SEE HOW MANY $10 BILLS WERE NEEDED.

YOU WERE RIGHT ON THE MONEY.

PROBLEM 20

THIS WORD PROBLEM REQUIRED 2 MULTIPLICATIONS AND AN ADDITION. YOU REALLY HAD TO KEEP YOU APPLES AND ORANGES STRAIGHT.

GOOD, YOU KNEW TO MULTIPLY THE NUMBER OF SACKS ORDERS TIMES THE WEIGHT FOR EACH KIND OF FRUIT. THEN TO ADD THE TWO PRODUCTS TOGETHER. THIS WAS A WORDY WORD PROBLEM AND YOU SOLVED IT CORRECTLY.

SUNNY EMERSON
INSTRUCTOR.

MAT 1922
EMERSON

FEEDBACK

DECIMALS SURVEY - FORM A

2645434
JACOBSEN, PAUL

JULY 13, 1978

CONGRATULATIONS... . YOUR SCORE ON THE DECIMALS SURVEY - FORM A WAS 100%. YOU HAVE SUCCESSFULLY COMPLETED THE DECIMALS MODULE. YOU MAY BEGIN WORK ON THE STUDY GUIDE - FRACTIONS MODULE. BE SURE TO DO THE ASSIGNMENTS IN THE STUDY GUIDE BEFORE YOU ATTEMPT FRACTIONS SURVEY - FORM A.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@
@ KEEP UP THE GOOD WORK @
@ @
@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

PROBLEM 1

YOU WERE ASKED TO TRANSLATE A GIVEN WORD NAME FOR A MIXED DECIMAL FRACTION INTO THE CORRECT NUMERAL FORM. A MIXED DECIMAL FRACTION HAS DIGITS ON BOTH SIDES OF THE DECIMAL POINT. YOU REALLY HAD TO KNOW PLACE VALUE AND POSITIONAL NAMES TO MAKE THE CORRECT MATCH.

GOOD, YOU KNOW HOW TO READ DECIMAL FRACTIONS.

PROBLEM 2

YOU WERE ASKED TO READ A MIXED DECIMAL FRACTION AND SELECT THE CORRECT WORD NAME FOR THE DECIMAL FRACTION. YOU HAD TO KNOW PLACE VALUE AND POSITIONAL NAMES FOR DECIMALS.

YOU READ DECIMALS WELL.

PROBLEM 3

THIS ADDITION PROBLEM WAS DESIGNED TO SEE IF YOU COULD ADD WHOLE NUMBERS AND DECIMAL FRACTIONS WHEN THE PROBLEM IS WRITTEN HORIZONTALLY. BEFORE SOLVING ADDITIONS IN THIS FORM, WE USUALLY REWRITE THE PROBLEM VERTICALLY KEEPING DECIMAL POINTS AND PLACE VALUE IN LINE.

IN OTHER WORDS: 5 + .003 + 76.1 = ? WOULD BE REWRITTEN AS:

```
  5.000
  0.003
+ 76.100
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GOOD, YOU WERE ACCURATE IN YOUR ADDITION.

PROBLEM 4

THIS SUBTRACTION INVOLVED A DECIMAL NUMBER AND A WHOLE NUMBER. YOU HAD TO ADD THE DECIMAL POINT TO THE WHOLE NUMBER AND THE APPROPRIATE NUMBER OF ZEROS TO ALLOW FOR "BORROWING." THIS PROBLEM WAS WRITTEN HORIZONTALLY. BEFORE SOLVING SUBTRACTION IN THIS FORM, WE USUALLY REWRITE THE PROBLEM VERTICALLY.

IN OTHER WORDS: 4 - 2.613 = ? WOULD BE REWRITEN AS: 4.000
-2.613

YOU KNEW JUST WHAT TO DO. "BORROWING" AND ZEROS ARE NO PROBLEM FOR YOU.

PROBLEM 5

THIS SUBTRACTION INVOLVED DECIMAL NUMBERS WITH FINAL DIGITS IN DIFFERENT PLACES. IT IS HELPFUL TO ADD ZEROS TO THE RIGHT OF THE FINAL DIGIT SO THAT BOTH NUMBERS HAVE THE SAME NUMBER OF DECIMAL PLACES.

EXAMPLE: 42.125 - 6.9 = ? BECOMES 42.125
-6.900

GOOD... YOU KEPT THE DECIMAL PLACES STRAIGHT IN THIS "LOPSIDED" SUBTRACTION.

PROBLEM 6

THIS MULTIPLICATION OF TWO DECIMAL FRACTIONS REQUIRED THE USE OF AN ADDITIONAL ZERO IN THE PRODUCT IN ORDER FOR THE DECIMAL POINT TO BE PLACED CORRECTLY. REMEMBER: ZERO IS ADDED TO THE LEFT OF THE DIGITS IN THE PRODUCT BECAUSE THE NUMBER OF DECIMAL PLACES IN THE PRODUCT MUST EQUAL THE SUM OF THE NUMBER OF DECIMAL PLACES IN THE NUMBERS BEING MULTIPLIED. THE PROBLEM WAS WRITTEN HORIZONTALLY, BUT TO SOLVE WE USUALLY REWRITE THE PROBLEM VERTICALLY. NOTICE THE DECIMAL POINTS DO NOT NECESSARILY LINE UP, AS THEY MUST BE IN ADDITION. IN OTHER WORDS:

.056 x .12 = ? WOULD BE REWRITTEN AS: .056
x.12

YOU MULTIPLIED CORRECTLY AND YOU PLACED THE DECIMAL POINT ACCURATELY.

PROBLEM 7

THIS MULTIPLICATION INVOLVED MULTIPLYING A DECIMAL FRACTION BY 100.

GOOD, YOU PLACED THE DECIMAL CORRECTLY.

PROBLEM 8

THIS MULTIPLICATION PROBLEM REQUIRED USING THREE ADDITIONAL ZEROS IN THE PRODUCT IN ORDER TO HAVE THE CORRECT NUMBER OF DECIMAL PLACES.

YOU PLACED YOUR DECIMAL ACCURATELY.

PROBLEM 9

THIS DIVISION WAS MADE OF A WHOLE NUMBER DIVIDED BY A DECIMAL FRACTION. THE KEY TO SOLVING DIVISION BY A DECIMAL NUMBER IS IN THE MOVEMENT OF THE DECIMAL... BOTH IN THE DIVISOR AND THE DIVIDEND.

YOU KEPT YOUR PLACE VALUE AND MOVED THE DECIMAL PRECISELY RIGHT.

PROBLEM 10

THIS LONG DIVISION WAS MADE OF A DECIMAL NUMBER DIVIDED BY A WHOLE NUMBER. THE DECIMAL POINT DOES NOT MOVE, IT IS PLACED IN THE QUOTIENT EXACTLY OVER THE PLACE IT WAS IN THE DIVIDEND. GOOD, YOU KEPT YOUR POINT IN LINE.

PROBLEM 11

THIS DIVISION HAD A DECIMAL FRACTION BOTH IN THE DIVISOR AND THE DIVIDEND. REMEMBER - THE DECIMAL POINT IS MOVED AS MANY PLACED IN THE DIVIDEND AS IT'S MOVED IN THE DIVISOR. THE DECIMAL IN THE DIVISOR DICTATES THE MOVEMENT.

GOOD, YOU KNEW JUST HOW TO MOVE THE DECIMAL AND DIVIDE.

PROBLEM 12

YOU WERE ASKED TO ROUND OFF A DECIMAL FRACTION TO THE NEAREST THOUSANDTHS PLACE. GOOD, YOU KNOW HOW TO ROUND OFF AND YOU KNOW YOUR PLACE VALUE.

PROBLEM 13

YOU WERE ASKED TO ROUND OFF A DECIMAL NUMBER TO THE HUNDREDTHS PLACE.

GOOD, YOU WEREN'T FOOLED BY THIS LONG DECIMAL NUMBER. YOU KNOW HOW TO ROUND OFF AND YOU KNOW YOUR PLACE VALUE.

PROBLEM 14

THIS DIVISION PROBLEM WAS WRITTEN IN THE FORM A/B. TO SOLVE YOU HAD TO REWRITE THE PROBLEM PLACING "B" AS THE DIVISOR AND "A" AS THE DIVIDEND. SINCE BOTH NUMBERS IN THE PROBLEM WERE WHOLE NUMBERS, A DECIMAL AND ZERO HAD TO BE ADDED IN THE DIVIDEND.

YOU KNEW JUST WHAT TO DO AND DID IT RIGHT.

PROBLEM 15

THIS DIVISION WAS WRITTEN IN THE FORM A/B. YOU HAD TO REWRITE THE PROBLEM AND DIVIDE TO GET A DECIMAL FRACTION ROUNDED OFF TO THE NEAREST HUNDREDTHS PLACE.

YOU DIVIDED AND ROUNDED OFF CORRECTLY.

PROBLEM 16

THIS WORD PROBLEM GAVE YOU INFORMATION ON DISTANCE COVERED IN 5 HOURS. YOU WERE ASKED TO PROJECT THE DISTANCE THAT WOULD BE COVERED IN 10 HOURS.

YOU KNOW HOW TO SOLVE APPLICATION PROBLEMS INVOLVING DECIMAL NUMBERS.

PROBLEM 17

THE WORD PROBLEM INVOLVED DIVISION WITH A DECIMAL FRACTION. WE CONSIDER MONEY A DECIMAL FRACTION. WHEN THE PRICE FOR 10 OF SOMETHING IS GIVEN, WE DIVIDE BY 10 TO GET THE PRICE FOR 1.

GOOD, YOU WERE RIGHT ON THE MONEY.

PROBLEM 18

THIS WORD PROBLEM COMBINED SUBTRACTION, MULTIPLICATION AND ADDITION OF DECIMALS . SETTING UP A NUMBER SENTENCE LIKE THE FOLLOWING MIGHT HELP KEEP THE OPERATIONS STRAIGHT:

(FIRST 40 HOURS x $2.20) + [(OVERTIME, 55-40) x $2.45]

THE PARENTHESIS ALWAYS TELLS WHAT TO DO FIRST.

YOU ARE GOOD WITH MONEY PROBLEMS.

PROBLEMS 19

THIS WORD PROBLEM COMBINED THE OPERATIONS OF ADDITION AND SUBTRACTION OF DECIMAL NUMBERS. SETTING UP A NUMBER SENTENCE TRANSLATES THE FACTS INTO OPERATIONAL TERMS. IN OTHER WORDS:

$95.00 - ($21.35 SHOES + $47.65 BLAZER + $25.45 SLACKS)

GOOD, YOU FIGURED OUT THE MONEY LEFT TO THE PENNY. YOU'RE PROBABLY A SUPER SHOPPER.

PROBLEM 20

THIS MONEY PROBLEM INVOLVED THE OPERATIONS OF ADDITION AND SUBTRACTION. THERE ARE 3 WAYS TO APPROACH THIS TYPE OF PROBLEM.

EXAMPLE: WHEN YOU ARE CHARGED $8.25 FOR AN ITEM AND YOU PAY FOR IT WITH A $10.00 BILL:

1. YOU CAN SUBTRACT THE COST FROM YOUR $10.00 AND DETERMINE THE AMOUNT OF CHANGE YOU SHOULD RECEIVE. THEN COUNT (ADD UP) THE MONEY YOU ACTUALLY RECEIVE AND SEE IF IT MATCHES. IF THE AMOUNT DID NOT MATCH YOU WOULD HAVE TO SUBTRACT AGAIN TO FIND OUT HOW MUCH ADDITIONAL CHANGE WAS NEEDED.

2. YOU CAN WAIT TO RECEIVE THE CHANGE. COUNT THE ACTUAL CHANGE THEN SUBTRACT THE COST FROM THE $10.00 AND SEE IF THE DIFFERENCE MATCHES WITH THE CHANGE.

3. YOU COULD ADD THE CHANGE AND THE COST TOGETHER TO SEE IF THAT EQUALS $10.00

THE FIRST METHOD IS PROBABLY THE MOST ECONOMICAL TIME-WISE. IT'S ALSO PROBABLY THE MOST AUTOMATIC WAY FOR CHECKING CHANGE.

I'D TRUST YOU AS A BANK TELLER .... YOU HANDLE MONEY WELL

SUNNY EMERSON
INSTRUCTOR.

MAT 1992
EMERSON

FEEDBACK
FRACTIONS SURVEY - FORM - A

2645434
JACOBSEN, PAUL JULY 13, 1978

YOUR SCORE ON FRACTIONS SURVEY - FORM A WAS 60%. THIS SCORE SUGGESTS THAT YOU HAVE NOT COMPLETED SOME OF THE OBJECTIVES OUTLINED FOR THE FRACTIONS MODULE. YOUR FUTURE SUCCESSES IN MODULES FOR THIS COURSE WILL DEPEND ON YOUR MASTERY OF FRACTIONS. EACH MODULE BUILDS ON THE OTHER. YOU ARE REQUIRED TO DO THE FOLLOW-UP ACTIVITIES LISTED BELOW FOR THE ITEMS YOU MISSED. THESE ACTIVITIES WERE CAREFULLY SELECTED TO HELP YOU IMPROVE YOUR SKILLS. AFTER YOU COMPLETE THE FOLLOW-UP ACTIVITIES YOU MAY TAKE FRACTIONS SURVEY - FORM B.

PROBLEM 1

YOU WERE ASKED TO CHANGE A FRACTION TO AN EQUIVALENT FRACTION WITH A DIFFERENT DENOMINATOR. YOU HAD TO SUPPLY THE MISSING NUMERATOR OF THE EQUIVALENT FRACTION.

YOU CHOSE THE CORRECT NUMERATOR TO MAKE THE FRACTIONS EQUAL.

PROBLEM 2

YOU WERE ASKED TO REDUCE A FRACTION TO ITS LOWEST TERMS. IN ORDER TO DO THIS YOU HAD TO HAVE AN UNDERSTANDING OF FACTORING ADN PRIME NUMBERS. YOU SEEM TO UNDERSTAND FACTORING. YOU SELECTED THE CORRECT FRACTION EXPRESSED IN LOWEST TERMS.

PROBLEM 3

YOU WERE ASKED TO CHANGE AN IMPROPER FRACTION TO A MIXED NUMBER. AN IMPROPER FRACTION IS ONE WHOSE NUMERATOR IS LARGER THAN ITS DENOMINATOR. A MIXED NUMBER IS MADE UP OF AN INTEGER (WHOLE NUMBER) AND A FRACTION.

YOU KNEW TO DIVIDE THE NUMERATOR BY THE DENOMINATOR TO GET AN EQUIVALENT MIXED NUMBER AND YOUR COMPUTATIONS WERE ACCURATE.

PROBLEM 4

YOU WERE ASKED TO ADD THREE PROPER FRACTIONS WITH DIFFERENT DENOMINATORS. TO ADD FRACTIONS YOU MUST HAVE A COMMON DENOMINATOR.

IT LOOKS LIKE YOU UNDERSTAND THE BASICS OF ADDITION WITH FRACTIONS. YOU EVEN REDUCED YOUR ANSWER TO LOWEST TERMS. GOOD FOR YOU.

PROBLEM 5

YOU WERE ASKED TO ADD 2 MIXED NUMBERS WITH DIFFERENT DENOMINATORS. IN THIS PROBLEM YOU HAD WHOLE NUMBERS AND FRACTIONS TO ADD. (REMEMBER: TO ADD FRACTIONS YOU MUST ALWAYS HAVE A COMMON DENOMINATOR.) THE ANSWER HAD TO BE IN LOWEST TERMS WHICH INVOLVED CHANGING A MIXED NUMBER WITH AN IMPROPER FRACTION TO A MIXED NUMBER WITH PROPER FRACTION.

YOU KNEW HOW TO SOLVE THIS ADDITION, BUT YOU DID NOT REDUCE YOUR ANSWER TO LOWEST TERMS. YOU COULD HAVE FACTORED "4" OUT OF THE NUMERATOR AND DENOMINATOR. THEN YOUR ANSWER WOULD HAVE HAD A PRIME NUMBER IN THE NUMERATOR AND THE FRACTION WOULD BE REDUCED TO ITS LOWEST POSSIBLE TERMS.

FOR PRACTICE IN ADDING MIXED NUMBERS DO THE ODD NUMBERED PROBLEMS PAGES 120-121 IN

NANNY-SHAFFER'S ARITHMETIC. BE SURE TO REDUCE YOUR ANSWERS TO LOWEST TERMS.

PROBLEM 6

THIS SUBTRACTION INVOLVED SUBTRACTING A MIXED NUMBER FROM WHOLE NUMBER. BY USING THE "BORROWING 1" PROCEDURE, OU CONVERT THE WHOLE NUMBER TO AN EQUIVALENT MIXED NUMBER AND THEN SUBTRACT.

IN OTHER WORDS: TO SOLVE 5 - 2 1/8; CONVERT 5 = 4 + 8/8 = 4 8/8; AND THEN THE PROBLEM BECOMES ... 4 8/8
-2 1/8

YOU HANDLED THIS SUBTRACTION WELL. THE BORROWING DIDN'T TRIP YOU UP.

PROBLEM 7

THIS SUBTRACTION INVOLVED MIXED NUMBERS AND A SPECIAL KIND OF BORROWING BECAUSE THE FRACTION PART OF THE SECOND MIXED NUMBER WAS LARGER THAN THE FRACTION PART OF THE FIRST MIXED NUMBER.

FOR EXAMPLE, IF THE PROBLEM WAS: 4 5/8 - 1 6/7 = ?

NOTICE THE SIZE OF THE FRACTIONS AFTER YOU CONVERT TO COMMON DENOMINATORS...

4 5/8 = 4 35/56
- 1 6/7 = 1 48/56

YOU CANNOT SUBTRACT UNTIL YOU BORROW "1" AND ADD THAT "1" TO THE FIRST FRACTION. IN OTHER WORDS...

4 35/56 = 3 91/56
-1 48/56 = 1 48/56

NOW YOU COULD SUBTRACT.

SUPER, YOU DID THIS "CATCHY" SUBTRACTION BEAUTIFULLY.

PROBLEM 8

THIS WAS A MULTIPLICATION OF TWO PROPER FRACTIONS. IT IS HELPFUL WHEN MULTIPLYING FRACTIONS TO "CANCEL" OUT COMMON FRACTIONS. THIS "CANCELLING" PROCESS SIMPLIFIES REDUCING FRACTIONS TO LOWEST TERMS.

FOR EXAMPLE:

3/7 x 5/6 = 15/42, BUT THIS MUST BE REDUCED TO 5/14.

3/7 x 5/6 = ? THROUGH CANCELLATION BECOMES 1/7 x 5/2 = 5/14

YOU MULTIPLIED CORRECTLY, BUT YOUR ANSWER WAS NOT EXPRESSED IN LOWEST POSSIBLE TERMS.

FOR PRACTICE MULTIPLYING PROPER FRACTIONS, SEE PAGE 41-42 CAMBRIDGE SKILL POWER SERIES: SKILLS IN MATHEMATICS 2. DO THE ODD NUMBERED PROBLEMS - USE CANCELLATION WHENEVER POSSIBLE.

PROBLEM 9

THIS WAS A MULTIPLICATION OF TWO MIXED NUMBERS. THE "IMPROPER FRACTION" METHOD IS USED WHEN MULTIPLYING MIXED NUMBERS. IN OTHER WORDS, EACH MIXED NUMBER IS CONVERTED TO AN IMPROPER FRACTION. THEN THE MULTIPLICATION AND REDUCING TO LOWEST TERMS IN CARRIED OUT.

FOR EXAMPLE: 1 ½ x 2 ¼ = 3/2 x 9/4 = 27/8 = 3 3/8

NOTICE THIS PROBLEM INVOLVES THREE STEPS.

YOU PERFORMED THIS MULTIPLICATION PROPERLY, EVEN THOUGH YOU HAD TO GO THROUGH THE IMPROPER FRACTION STEP.

PROBLEM 10

THIS MULTIPLICATION INVOLVED A MIXED NUMBER TIMES A WHOLE NUMBER.

YOU DON'T SEEM TO KNOW HOW TO MULTIPLY A MIXED NUMBER BY A WHOLE NUMBER. IT LOOKS LIKE YOU MULTIPLIED THE WHOLE NUMBERS AND YOU OMITTED THE FRACTION ALTOGETHER.

FOR A BETTER UNDERSTANDING OF THIS KIND OF MULTIPLICATION SEE PAGE 54 IN DEVER'S MATHEMATICS: A BASIC COURSE. DO PROBLEM 1 (A-J ONLY).

PROBLEM 11

THIS WAS A DIVISION OF TWO MIXED NUMBERS. AFTER CONVERTING THE MIXED NUMBERS TO IMPROPER FRACTIONS, YOU WERE REQUIRED TO INVERT THE SECOND FRACTION (DIVISOR) AND THE MULTIPLY.

IN OTHER WORDS: 5 1/2 DIVIDING BY 2 2/3,
BECOMES 11/2 DIVIDED BY 8/3 = 11/2 x 3/8 = 33/16 = 2 1/16

YOU DID THIS DIVISION WITHOUT A HITCH.

PROBLEM 12

THIS WAS A DIVISION OF A WHOLE NUMBER BY A MIXED NUMBER. AFTER CONVERTING THE DIVISOR AND DIVIDENT TO IMPROPER FRACTIONS YOU HAD TO INVERT THE DIVISOR (THE SECOND FRACTION) AND MULTIPLY. FOR EXAMPLE:

6 DIVIDED BY 1 2/5, CONVERTS TO 6/1 DIVIDED BY 7/5 =
6/1 x 5/7 = 30/7 = 4 2/7.

THIS DIVISION WAS NO PROBLEM FOR YOU.

PROBLEM 13

YOU WERE ASKED TO FIND THE CORRECT WAY TO SOLVE A COMBINATION ADDITION AND SUBTRACTION PROBLEM INVOLVING MIXED NUMBERS.

YOU DID NOT CHOSE THE CORRECT METHOD. THERE WAS AN ERROR IN THE SUBTRACTION OF MIXED NUMBERS HERE. YOU SHOULD REVIEW BORROWING AND SUBTRACTION OF MIXED NUMBERS. SEE THE TOP OF PAGE 44 IN DEVER'S MATHEMATICS: A BASIC COURSE. DO PROBLEM 2 (Q--T ONLY) FOR PRACTICE.

PROBLEM 14

THIS WAS A COMBINATION MULTIPLICATION AND DIVISION PROBLEM INVOLVING PROPER FRACTIONS AND ZERO. YOU HAD TO APPLY THE PRINCIPLES OF ZERO IN ORDER TO SOLVE; THE PARENTHESIS DIRECTED THE FIRST OPERATION.

NOTHING ABOUT ZERO OR FRACTIONS IS DIFFICULT FOR YOU.

PROBLEM 15

YOU WERE ASKED TO SELECT THE LARGEST FRACTION FROM SEVERAL PROPER FRACTIONS WITH UNLIKE DENOMINATORS. IN ORDER TO COMPARE FRACTIONS FOR SIZE THE FRACTIONS MUST BE EXPRESSED IN A COMMON (SAME) DENOMINATOR.

YOU DID NOT SELECT THE LARGEST FRACTION. PERHAPS, YOU ARE NOT SURE OF THE PROCESS TO FOLLOW IN COMPARING FRACTIONS.

SEE PAGE 118 IN WITZKE'S ARITHMETIC MODULES SERIES COMPLETE, NON PROGRAMMED EDITION FOR AN EXPLANATION ON COMPARING THE SIZE OF FRACTIONS.

PROBLEM 16

THIS WORD PROBLEM INVOLVED ADDITION AND SUBTRACTION OF PROPER FRACTIONS. YOU WERE ASKED TO FIGURE WHAT FRACTION OF AN ESTATE WOULD BE LEFT FOR A FOURTH PERSON. THE FRACTIONAL PARTS OF THE ESTATE FOR THE FIRST THREE PERSONS WERE GIVEN.

YOU KNEW TO ADD THE GIVEN FRACTIONS BUT THEN YOU DIDN'T SUBTRACT FROM "1" EXPRESSED AS A FRACTION. YOU SHOULD REVIEW SUBTRACTION OF FRACTIONS. SEE PAGE 122 IN NANNEY SHAFFER'S ARITHMETIC. DO THE ODD NUMBERED PROBLEMS ON PAGE 123.

PROBLEM 17

THIS WORD PROBLEM REQUIRED CAREFUL THOUGH. TWO MULTIPLICATIONS AND A SUBTRACTION WERE THE OPERATIONS TO USE. LABELING THE PIECES OF INFORMATION WOULD HELP TREMENDOUSLY IN KEEPING THE FACTS STRAIGHT IN THE NUMBER SENTENCE. IN OTHER WORDS, YOU SHOULD HAVE SOMETHING LIKE THIS:

TO FIND THE NUMBER OF DIAL PHONES LEFT AFTER REPLACING SOME OF THE PHONES WITH PUSH BUTTONS ...

3/4 x # TELEPHONE = DIAL PHONES

1/3 x # DIAL PHONES = # PUSH BUTTON PHONES

DIAL PHONES - # PUSH BUTTON = # DIAL PHONES LEFT

YOU SEEMED TO HAVE TROUBLE WITH THIS "WORDY" WORD PROBLEM. YOU APPEAR TO HAVE DIFFICULTY TRANSLATING THE PROBLEM TO A NUMBER SENTENCE. IT LOOKS LIKE YOU SUBTRACTED THE FRACTIONS WHICH DOESN'T REALLY GET AT WHAT THE PROBLEM IS ASKING FOR.

FOR ADDITIONAL PRACTICE WITH WORD PROBLEMS, DO THE ODD NUMBERED PROBLEMS ON PAGE 203 IN KEEDY-BITTINGER'S ARITHMETIC: A MODERN APPROACH.

PROBLEM 18

IN THIS WORD PROBLEM YOU WERE GIVEN THE AREA OF A FIELD AND THE MEASUREMENT FOR ONE SIDE. TO FIND THE OTHER SIDE, YOU DIVIDE THE AREA BY THE GIVEN SIDE. THE FRACTION USED IN THE PROBLEM WAS 3/10, A FRACTION EASILY TRANSLATED TO A DECIMAL (.3), WHICH MIGHT HAVE SIMPLIFIED THE DIVISION.

YOU ADDED INSTEAD OF DIVIDING.

FOR PRACTICE WITH WORD PROBLEMS SIMILAR TO THIS SURVEY PROBLEM DO THE ODD NUMBERED PROBLEMS ON PAGE 204 IN KEEDY-BITTINGER'S ARITHMETIC: A MODERN APPROACH.

PROBLEM 19

THIS WORD PROBLEM INVOLVED SUBTRACTION OF MIXED NUMBERS.

SUBTRACTING MIXED NUMBERS, EVEN IN A WORD PROBLEM, WAS NO PROBLEM FOR YOU.

PROBLEM 20

THIS PROBLEM INVOLVED MULTIPLICATION, DIVISION, AND ADDITION. YOU WERE ASKED TO CONVERT CENTRIGRADE TEMPERATURE TO FARENHEIT. EVEN IF YOU WEREN'T FAMILIAR WITH THIS CONVERSION, YOU COULD HAVE MADE THE CHANGE BY FOLLOWING THE DIRECTIONS GIVEN IN THE PROBLEM.

GOOD, YOU FOLLOWED THE DIRECTIONS PRECISELY.

SUNNY EMERSON
INSTRUCTOR

The following Class Roster summarizes scores for each module survey for each student.

SAMPLE ROSTER

		WHOLE NUMBERS - FORM A RAW SCORE	SCORE AS PERCENT		WHOLE NUMBERS - FORM B RAW SCORE	SCORE AS PERCENT		DECIMALS - FORM A RAW SCORE	SCORE AS PERCENT		DECIMALS - FORM B RAW SCORE	SCORE AS PERCENT		FRACTIONS - FORM A RAW SCORE	SCORE AS PERCENT		FRACTIONS - FORM B RAW SCORE	SCORE AS PERCENT	
A	A	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I	F	H	I
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	1	1	1	1	2	2	2	4	4	4	5	5	5	7	7	7	8	8	8
2645434	JACCBSON,PAUL	16	80	1			0	20	100	1			0	12	60	1			0
3462795	MARY SMITH	15	75	1	20	100	1	19	95	1			0	12	60	1	19	95	1
2356731	JOE BLOW	17	85	1			0	18	90	1			0			0			0
3276518	BOB GREEN	15	75	1			0	17	85	1			0	17	85	1			0
5364289	BARBARA STUDENT	12	60	1	18	90	1	15	75	1			0			0			0
3527614	KELLY SMARTS	19	95	1			0	17	85	1			0	7	35	1	16	80	1
3246851	FRED WHITE	17	85	1			0	20	100	1			0			0			0
9534215	CARLOS INTELIGENTE	19	95	1			0	19	95	1			0			0			0
3257614	JUDY COLLEGE	16	80	1	20	100	1	16	80	1	18	90	1			0			0
6358246	JOHN ADAMS	19	95	1			0	17	85	1			0	15	75	1	18	90	1
8531762	LILLIAN BOOKWORM	16	80	1	15	75	1			0			0			0			0
5376432	LUISA CEREBRO			0			0			0			0			0			0

FICTITIOUS NAMES AND
STUDENT NUMBERS
HAVE BEEN SUBSTITUTED
IN THE ABOVE DATA

REFLECTIONS

I began work on this RSVP project without any computer experience and dubious of its educational value. Through the encouraging support of Dr. Blye, and Dr. Stephenson, and the instructive guidance of Dr. Anandam and Dr. Serena, the project has blossomed into a meaningful and rewarding effort.

The process of developing RSVP requires patience and diligence. Long hours are spent writing test items, analyzing student errors, diagnosing causes of errors, and exploring material resources to use in prescriptions.

Writing for RSVP imposes logic and consistency in your style. It forces you to attend to detail and the affective impact of your comments. Coding and programming input for the computer is also a challenge. Though the computer is sensitive and exacting, every error is correctable.

From my pilot run, I can see the promise of RSVP unfolding. Record keeping of grades and student attribute information is simplified. Instead of constantly writing assignments for each student and trying to think on the spot of the best source and appropriate assignment for a particular error, I am free to be with my students instructing, questioning, and observing. I can see marked improvement in test scores. I see students feeling good about themselves and their progress.

I believe RSVP C A N be an effective aid to instruction.

Sunny Emerson
Instructor
Learning Media Center

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This project has had the continuing support of the chief executive officer of Miami-Dade's Medical Center Campus:

Dr. Elizabeth J. Lundgren,
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Dr. Kenneth Blye
Dean, Student and Instructional Support Services

Dr. Patricia Stephenson
Director, Instructional Support Services

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Dr. Kamala Anandam, Director
Division of Computer Based
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District Administration

Assistance in running the RSVP computer programs is being provided by:

Dr. Michael Serena, Research Associate
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RSVP in mathematics is being developed and written by:

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